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# PIERRE LACLEDE HONORS COLLEGE

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University of Missouri-St. Louis

Spring 2016 Courses

AHG=fulfills American History & Government requirement; CD=fulfills Cultural Diversity requirement; CP=fulfills Communication Proficiency; GA=fulfills Global Awareness requirement; H=fulfills Humanities requirement; IL=fulfills Information Literacy; MS=fulfills Math/Science requirement; NS=fulfills Natural Science requirement; SS=fulfills Social Science requirement; WC=fulfills Writing Certificate requirement.

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## HONORS 1100 -001 #11002

### Freshman Composition

MW 11:00-12:15      Allen, K.      Seton

**Freshman Composition:** This course, the first in the Honors College writing sequence, is required and should be taken during freshman year. Through formal and informal writing assignments, discussion, instruction, and research, students will improve their critical reading, thinking, and writing skills, and their research techniques. The course is designed to help students meet the rigorous challenges of college writing across the disciplines by emphasizing intellectual inquiry, logic, style, correct and concise expression, and formal research and documentation. Students will write 4 to 5 formal papers, and informal reading and writing assignments will be required.

## HONORS 1130 -001 #11051 (IL or SS)

### Western Traditions: Social Sciences

MW 3:30-4:45      Vermilion, M.      LeGras

**Science vs Pseudo-science in Archaeology:** This course will explore the data surrounding notable claims such as Atlantis, Piltdown man, the Shroud of Turin, the Cardiff Giant, Psychic Archaeology, and other myths, mysteries, and hoaxes in archaeology. Through our evaluation of these claims, students will learn about the methods that archaeologists use to uncover the truth and will come to understand the true nature of scientific inquiry and how the scientific method is applied to archaeological as well as other areas of research. Critical thinking skills are enhanced as students identify, analyze, and assess the strengths and weaknesses of data presented (or withheld!) for these and other reported claims. The skills necessary to identify a fraudulent claim will be developed during class as students analyze and discuss the examples in the text, as well as those in contemporary publications. Written assessment exercises of such claims will be conducted in class and, where possible, we will explore the topics visually using film and Power Point. Finally, each student will be required to detect and research a possibly fraudulent claim, analyze the data, write a paper, and present the findings to the class.

## HONORS 1201 -004 #11006 (H)

### Freshman Symposium: Cultural Traditions II (Humanities)

MW 11:00-12:15      Baldus, K.      Villa 155

This section of Cultural Traditions II (description below) is designated as a living and learning community (LLC); the LLC offers students additional resources such as an in-house peer mentor, and provides opportunities to participate in educational and social events that complement the course goals. Priority registration is reserved for returning students from the Fall 2015 LLC class. If additional spots are available, Honors students currently living in Oak Hall can join with advisor and instructor permission.

## HONORS 1201 -001 #11003 (H)

### Freshman Symposium: Cultural Traditions II (Humanities)

TR 8:00-9:15      Torrusio, A.      Seton

(See Section 005 for course description)

## HONORS 1201 -002 #11004 (H)

### Freshman Symposium: Cultural Traditions II (Humanities)

TR 12:30-1:45      Torrusio, A.      Seton

(See Section 005 for course description)

## HONORS 1201 -003 #11005 (H)

### Freshman Symposium: Cultural Traditions II (Humanities)

MW 9:30-10:45      Friedline, G.      Villa 155

(See Section 005 for course description)

## HONORS 1201 -005 #11007 (H)

### Freshman Symposium: Cultural Traditions II (Humanities)

MW 2:00-3:15      Baldus, K.      Villa 155

This course will continue the exploration of Western and Non-Western cultures begun in Cultural Traditions I. Starting with texts from the eighteenth century, it will examine the intellectual traditions of a variety of cultures through their major works of philosophy, literature, art, and science, and seek a better understanding of how people from diverse regions have perceived and explained the world. Readings will center on fundamental human concerns in a global context; Western and Non-Western perspectives will be compared on topics such as reason and emotion, social and natural environments, colonialism, modernism, and globalization. In addition to this cultural focus, this course will also continue the focus on the development of students as scholars and future professionals begun in Cultural Traditions I. While reflecting on their education, students will explore topics such as career choices, internships and independent research, and the development of accomplishments to enhance their education while at the university.

**HONORS 1203 -001 #11242 (SS)**  
**Freshman Symposium: Cultural Traditions II (Soc Sciences)**  
**TR 9:30-10:45 Schiessl, C. Seton**  
(See Section 002 for course description)

**HONORS 1203 -002 #11243 (SS)**  
**Freshman Symposium: Cultural Traditions II (Soc Sciences)**  
**MW 3:30-4:45 Weber, K. Villa 155**

This course will continue the exploration of Western and Non-Western cultures begun in Cultural Traditions I. Starting with texts from the eighteenth century, it will examine the intellectual traditions of a variety of cultures through their major works of philosophy, literature, art, and science, and seek a better understanding of how people from diverse regions have perceived and explained the world. Readings will center on fundamental human concerns in a global context; Western and non-Western perspectives will be compared on topics such as reason and emotion, social and natural environments, colonialism, war, modernism, and globalization. In addition to this cultural focus, this course will also continue the focus on the development of students as scholars and future professionals begun in Cultural Traditions I. While reflecting on their education, students will explore topics such as career choices, internships and independent research, and the development of accomplishments to enhance their education while at the university.

**HONORS 1230 -001 #11008 (AHG or SS)**  
**American Traditions: Social & Behavior Sciences**  
**TR 2:00-3:15 Schiessl, C. Seton**

**The American Experience: Is America the Land of Liberty? Part II:** Join us as we investigate a series of specifically American issues after the Civil War, such as the plight of European immigrants in America's big cities from the late 19th century to World War I, the role of flappers in the roaring twenties, Japanese internment during World War II, and the various civil rights struggles since the 1960s. As such, we will cover the major themes of ethnicity, race, and gender in America.

Many people have used phrases to describe America as the "Land of Liberty," the "Land of the Free," or the "Land of Opportunity." One of the most recognizable symbols of this country, after all, is the Statue of Liberty which stands for freedom from oppression, but a strong argument exists that "liberty" has not always applied to everyone equally. This class is designed to introduce students to various political, economic, religious, and social ideas which have manifested in the life of the nation since the Civil War.

Although this course will satisfy the state requirement, it will not be a comprehensive study of American history, but instead we will focus on key struggles of society. Each topic will be assigned one or more primary and secondary documents, which the students will use for critical analysis. Through these documents, students will interpret and explore the events and ideas of those who played a part in shaping America. "Liberty, Part I" is not a prerequisite for this course.

**HONORS 1230 -002 #11009 (AHG or SS)**  
**American Traditions: Social & Behavioral Sciences**  
**TR 9:30-10:45 Uchitelle, B. Seton 102**

**The U.S. Constitution: The Living Document in a Contemporary World:** For the more than 220 years since its adoption in 1787, the Constitution has shaped, served and defined our nation. You might have studied it in high school, but did you really explore the Constitution's amazing influence on your life and the lives of all Americans?

Throughout the course we will consider the critical impact of the Constitution on our nation from its adoption to the present day. We will gain a different perspective of how a handful of individuals more than two centuries ago drafted a document that created our country. And in this context, we will study the tough compromises made by those founders and the serious flaws that resulted from some of their compromises. Then we will closely examine the essential role that the Constitution and the Amendments have played in the development of our nation.

A good part of our time will be devoted to reviewing and discussing major Supreme Court decisions such as Dred Scott, Brown v. Bd. of Education, Roe v. Wade, Bush v. Gore, Obama Care and the Gay Marriage decision in order to place the document in the context of today's world.

You will read from a number of primary and secondary sources, and participate in lots of lively classroom debates and discussions. Several short papers on chosen Constitutional subjects will be required.

In summary, this course will allow you to gain a new perspective and understanding of the most important document of our country, one that shapes your life and the well-being of the nation. As a result you will also have the opportunity to participate in considering with your classmates the nation's most pressing issues.

**HONORS 1230 -003 #22033 (AHG or SS)**  
**Western Traditions: Social & Behavioral Sciences**  
**MW 2:00-3:15 Herrick, C. Seton**

**Honors American Politics:** Whether we want to believe it or not, politics is a part of our lives and we need to understand it. Whether your future is taking you into business, or law, into education, or the arts or the natural sciences, politics will touch your lives in many ways.

The purpose of this course is to introduce the fundamentals of American government and politics, particularly the major institutions and processes. Further, it aims to develop skills and abilities in analyzing and evaluating issues and public policies in American politics. On the one hand, this course wants to stimulate interest in American politics and impart tools that can be of use to all life-long students of politics. On the other hand, this course hopes to develop critical (that is, analytical) citizens, so that each of us will have examined reasons for the choices we make.

**\*\*While this class is not cross-listed, it will count as Political Science 1100 for SOME majors. Contact your advisor to inquire about this.\*\***

**HONORS 1310 -001 #11010 (CD, H)**  
**Non-Western Traditions: Humanities**  
**TR 12:30-1:45 Walterscheid, K. C307**

**Family and Identity:** In this course, students will read texts from India, China, and Africa and examine the ways that culture influences family structure and personal identity. We will investigate the importance of arranged marriage, romantic love, co-wives, treatment of children, extended families, dowries, veiling, religious attitudes, gender roles, and state policies toward marriage and the family. Authors include Khushwant Singh, Mahasweta Devi, Feng Jikai, Anchee Min, Chinua Achebe, and Ngugi wa Thiong'o. Grades will be based on active class participation, journals, papers, and a presentation.

**HONORS 1310 -002 #11049 (CD, H)**  
**Non-Western Traditions: Humanities**  
**TR 11:00-12:15 Torrusio, A. C307**

**Literature of Africa:** This course examines African literature within its sociopolitical and cultural contexts in order to understand the conflicts and transformation integral to the making of modern Africa. Texts for the course will include African accounts of European colonialism and of the new societies that emerged after colonial rule ended. Through novels, poetry and film, students will also explore the challenges of politics and corruption, and the changing place of women in African society.

**HONORS 1310 -003 #11061 (CD, H)**  
**Non-Western Traditions: Humanities**  
**MW 9:30-10:45 Lakshmanan, S. C307**

**Tradition and Modernity in South Asia:** This course introduces students to South Asia - Bangladesh, Bhutan, India, Pakistan, Nepal, and Sri Lanka. In order to get a better understanding of the nexus between cultural traditions and 'modernity,' we will explore the history of the region, the major religions, and some of its cultural traditions. Juxtaposed against this background, we will read classical texts (*The Bhagavad Gita*), novels (*The Reluctant Fundamentalist*) and short stories, and watch international and Bollywood films (*Slumdog Millionaire*, *3 Idiots*) dealing with contemporary issues such as poverty, terrorism, and globalization. The course format will include presentations, discussions, and group activities. There will be an equal emphasis on the textual and visual aspect of cultures. By drawing on history, religion, music, literature, and cinema, this course seeks to provide students with an interdisciplinary framework for understanding the diverse and often conflicting ways through which South Asia is portrayed and understood.

**HONORS 1330 -001 #11043 (CD, SS)**  
**Non-Western Traditions: Social & Behavior Sciences**  
**MW 12:30-1:45 Weber, K. Villa 155**

**Men and Women in Non-Western Popular Culture:**  
Over the summer and early fall of 2012, Korean pop star Psy's

single "Gangnam Style" charted on the American Billboard Top 100, and almost dethroned "Call Me Maybe" from most viewed video of the summer on YouTube. His single is not just popular, its lyrics and the dancers and actors appearing in the video represent specific ideas of the kinds of gender roles its writer values in women and men. It is also but one of the many examples of the importance of gender roles in Asian popular culture and what they can tell us about the gendered values of those cultures. We will consider issues of gender and sexuality, their intersection with the local history and politics of the different nations and governments and how they appear in the films, music, and television of various Asian nations. Subjects of study include Bollywood musicals, Japanese horror films, Korean pop music, and Thai comedy films.

**HONORS 2010 -001 #11011 (H)**  
**Inquiries in the Humanities**  
**MW 12:30-1:45 Richeson, C. C309**

**Honors Critical Thinking:** This Honors Philosophy course helps students develop skills required to identify, analyze, and evaluate arguments. Students will read real-life arguments presented in ordinary language and learn ways to represent their structure. They'll learn to sort arguments into two broad categories – deductive and non-deductive – based on their degree of certainty and to assess them accordingly.

The analysis of these arguments will be based on examples drawn from different writings such as letters to the editor and short editorials, advertising, excerpts from the history of philosophy, and longer articles on a variety of subjects. To reinforce some key notions of the course, a bit of time will be spent learning how to do proofs in a formal system. The course will also cover larger issues such as differences between scientific and moral reasoning, the effects of gender on reasoning, and the role of reasoning in politics.

**This course is strongly recommended for all Honors students from all disciplines. It will enhance your abilities to think, speak, and write more logically and persuasively. The methods taught in this class will help you improve and practice your critical and logical thinking skills; these skills can be usefully applied to other classes and majors. (Same as Philosophy 1160)**

**HONORS 2010 -002 #11044 (CP or H)**  
**Inquiries in the Humanities**  
**TR 2:00-3:15 Petty, C. C209**

**Honors Public Speaking:** Honors Public Speaking acquaints students with principles of speaking before an audience. Theories and techniques of organization, evidence, argumentation, persuasion and delivery are covered with emphasis on ethics and critical thinking. Applying speaking and listening skills to prepare for the workplace or community involvement are emphasized. Special attention is given to civic engagement and current events. Students will:

- Understand the role and importance of public speaking in a democratic society
- Learn to appreciate diversity in public speaking

- Know that while hearing is natural, listening is an acquired skill
- Develop effective speech introductions, conclusions and content

- Be introduced to group speech preparation
- Learn that public speaking is a valuable skill

This interesting and interactive class is very useful and suitable for all majors.

**\*\*While this course is not cross listed, it will count as Public Speaking for Honors students.\*\***

**HONORS 2010 -E01 #11012 (H)**  
**Inquiries in the Humanities**  
**M 5:30-8:10 Wolfe, K. Seton**

**Speculative Fiction:** Ever played "What if?" What if you lived in a society where books were illegal, where firemen came to your house to burn them? Throughout literary history there have been many 'what if' questions proposed by various authors, questions asking 'How would the quality of humanity display itself, foiled by these fantastical situations? How might an author bring across these concepts in ways that engage, entrance, and enrich our understanding of ourselves?' Such questions are the crux of the genre known as Speculative Fiction.

Say, what if you could take a course that explored a variety of novels, short fiction and film in the Speculative Fiction arena? What if you could sidestep the rules of reality, suspend disbelief and participate in enlightening discussions? Participants in the course will do so and much more. The class will traverse the range of literature from the near-prophetic *Fahrenheit 451* (Bradbury) to the post-apocalyptic, vampiric *I Am Legend* (Matheson) to the radioactive *On the Beach* (Shute) as well as a smorgasbord of other shorter fiction by great name-brand authors (including, but not limited to Vonnegut, Dahl, Dick, et al). Participants should be prepared for a reading-rich course, thought-provoking discussions and intriguing, creative writing and analytic assignments.

**HONORS 2030 -001 #11013 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 12:30-1:45 Wilson, R. LeGras**

**Disasters: Nature's Fury vs Man's Resolve:** In most cases there was not a warning. In an instant, everyone's world was turned upside down and many people quickly lost their lives. Join us as we examine the historical significance of some of the globe's great natural and man made disasters. In this class we will analyze such stories as Hurricane Katrina, the 1906 San Francisco Earthquake, the eruption of Mt. St. Helens, the Space Shuttle Explosions, and many other disasters that have impacted recent civilization. Although this is a history based course, it will probe into the social, political, and economic consequences that may have contributed to the tragedy, as well as the various affects that the disaster had on the community's aftermath.

**HONORS 2030 -002 #11014 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 9:30-10:45 Votaw, K. Seton**

**Honors Social Psychology:** Why do people conform to a group? Does racism still exist? What predicts success in a romantic relationship? Why do riots occur? These are just some of the questions asked by social psychologists. This class will examine and emphasize the empirical research behind how "normal" people behave under the power of a social influence. We will look at classic experiments, alongside the contemporary research to explain compliance, prejudice, self-esteem, close-relationships and other topics. Knowledge of the discipline will be gained and assessed through a variety of in-class discussions, activities, and take-home assignments. Additionally, students will have the opportunity to examine a topic of their choosing in further depth and demonstrate their ability to "think like a social psychologist" through the creation of a novel research proposal.

**\*\*While this course is not cross listed, it will count as Social Psychology for Honors students.\*\***

**HONORS 2030 -003 #11015 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 2:00-3:15 Judd, K. LeGras**

**Honors Psychology:** Past and current topics in the study of human and animal behavior will be covered in a limited-enrollment, seminar course, through the examination of relevant text materials, empirical journal articles, and original film footage of pivotal experiments. Seminar sessions will involve class discussion and debate, class presentations, and seminar activities. We will critically examine the original, empirical writings of the most noted contributors to the field. We will examine the past and present state of the field of Psychology, with special emphasis on the latest findings in the fastest-growing areas of contemporary psychology – such as psychoneuroendocrinology, cognitive psychology, and new approaches to the treatment of psychological disorders, including psychopharmacological therapies.

**\*\*While this course is not cross-listed, it will count as General Psychology for Honors students.\*\***

**HONORS 2030 -004 #11016 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 11:00-12:15 Schiessl, C. Seton**

**War Crimes, War Criminals and War Crime Trials in the 19<sup>th</sup> and 20<sup>th</sup> Centuries:** This class will examine the history of war crimes and genocide from the Crimean War and the American Civil War in the 19th century, World War II and the Holocaust, to contemporary conflicts such as Bosnia and Rwanda. The legal concepts and notions of traditional war crimes, humanitarian law, crimes of aggression, and genocide will be part of class discussions. We will cover national trials like the ones at Andersonville, the Israeli trial of Adolf Eichmann, and the one on the My Lai massacre, but also current international trials at The Hague. We also will examine the body of international law which provided the basis for the prosecution of war criminals, such as the Red Cross agreements and the Hague and Geneva conventions. Finally, the course will focus

also on the Nuremberg Trials of the major Nazi war criminals after World War II, as well as other post-World War II civilian and military trials.

**HONORS 2030 -005 #11047 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 9:30-10:45 Wilson, R. LeGras**

**Sports and the American Culture:** This course will examine how Americans are affected by sports. Not in the way that they need water, food, or shelter, but more in the manner that music, art and television are a part of their daily lives. Sports mirror society and tackle issues of racism, sexism, politics, drugs, violence, cheating, corruption, labor issues, social class, and nationalism. This course will use sports as a backdrop to discuss these American culture issues and follow their changes over time.

Throughout the course, we will look at the participation of women in collegiate, professional, and Olympic sports. By examining how athletes, educators, promoters, and journalists have clashed and compromised over gender issues in sports, we can learn something about society's gender and sexual arrangements.

The semester will conclude with a study on the business side of sports. If modern sports began with children playing games for fun or by adults for exercise, then how did sports become a business? Strikes and lockouts have occurred in the four largest professional sports and issues such as the reserve clause, antitrust laws, and labor disputes in American sports have mirrored those found in many other industries.

**HONORS 2030 -006 #11252 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 3:30-4:45 Votaw, K. Seton**

**The Science of Psychology: What Future Health Care Professionals and Natural Scientists Need to Know About Human Behavior:** Since its inception in the 1870's, the field of psychology has been fighting to establish its place in the natural sciences. Psychological constructs are often oversimplified by the public and have commonly been referred to as untestable, unmeasurable, or even worse, pseudoscientific. However, contemporary psychologists consider themselves to be among the best when it comes making evidence-based conclusions and combining biological perspectives with nuanced social and innate influences to explain and predict human behavior. This course will explore the viewpoints that outside communities sometimes take when evaluating psychological research and will give psychologists a chance to defend their work through their empirical methodology (which, contrary to popular belief, is sometimes more rigorous than her biological counterparts). Topics may include biological and psychological perspectives on sensation and perception, cognition, learning, motivations, group behaviors, prejudice, psychological disorders, and more. This course is not a direct substitution for an Introduction to Psychology course, Psychological Research Methods or Statistics courses, or an MCAT Preparation course, but elements of each of these classes will be found in this integrative and critical review of psychology as a science.

**HONORS 2030 -007 #11272 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 11:00-12:15 Mushaben, J. SSB 344A**

**Politics of the European Union:** The European Union has become the driving force in European economic and social development. This course assesses the changing nature of national identity and national sovereignty in Europe. It compares and contrasts key public policies, (single market, welfare, migration, gender mainstreaming, "democratic deficits"), along with core EU actors and institutions, and includes participation in the annual Midwest Model EU. **(Same as Political Science 2510)**

**HONORS 2030 -X01 #11062 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TBA Hankinson, C. ARR**

**Study Abroad: Spain and Portugal:** The Study Trip to Spain and Portugal is from December 28-January 10. Please contact Chad Hankinson or Christoph Schiessl for more information. Students will be enrolled in this course by the Study Abroad Office. **(Same as Political Science 2900 and Political Science 6485)**

**HONORS 2050 -001 #11017 (NS)**  
**Inquiries in the Natural Sciences**  
**MW 11:00-12:15 Bourne, C. C307**

**Climate Change and Biodiversity:** Recent extreme weather events have convinced many in the public that climate change is real and likely "human caused." In fact, local governments and federal agencies are already developing regional plans to protect programs, assets and investments from impacts of sea level rise and severe weather. What happens if we reject climate action and do nothing? Who will pay and when?

This evidence-based course studies the scientific consensus about the existence, causes and effects of climate change. We examine the history, observations, models and predictions of climate scientists about the interactions of Earth's atmosphere, oceans, land and ice that result in climate variability. We look at well-documented research studies on the impacts of climate change on plants and animals, human health and welfare, and land and water resources around the globe. We examine recent public and government-funded reports on climate change and film documentaries. We also examine the claims of critics and policy makers who say that climate action will negatively impact our economy. Attendance, participation in discussions and class exercises, two short reports on climate change in the news, two 8-10 page papers on basics and impacts of climate change and a final power point poster, short essay and presentation on solutions to climate change impacts are required.

**HONORS 2050 -X01 #11041 (NS)**

**Inquiries in the Sciences**

TR 2:00-3:15

Granger, C.

C211

Fish, J.

**Urban Ecology: Habitat Conservation and Restoration:**

Urban Ecology – Conservation and Restoration is a hands-on, project-based outdoor environmental studies course. Students explore south campus and neighboring St. Vincent Park, study ecology and American conservation thought, and address natural area restoration. This course studies urban ecosystem management and connects environmental thinking, science literacy, and community development to improve urban sustainability. Student projects and data are shared with land managers to affect park and campus land use. Students registered for Urban Ecology may register for the one-hour lab/field work course, Honors 2051, *Inquiries in Science: Laboratory and Field Work*, **although it is not required**. All *Urban Ecology/CHERP* courses meet laboratory science General Education requirements and 2000-level course Honors College certificate requirements.

**HONORS 2051 -X01 #11042 (NS—lab)**

**Inquiries in Natural Science: Laboratory and Field Work**

TR 3:30-4:15

Granger, C.

C211

Fish, J.

**Field Study of Urban Ecology: Habitat Conservation and Restoration: This is a companion field work course to Urban Ecology Habitat Conservation and Restoration, Honors 2050 X01. The lab may not be taken alone. However, you do not need to take the lab to take 2050 X01. This represents a change from previous semesters.**

Through field and laboratory work, students will observe how individual organisms within a natural population vary and how these variations can, and sometimes do, lead to the development of new species. Environmental change can be a dynamic engine for such growth, and students will discover how to measure and describe environmental change. Students will work in small ecological inquiry teams to contribute to the ongoing natural history of the site (located on Honors College grounds—just beyond the South Campus parking garage).

**HONORS 2060 -001 #11018 (SS)**

**Inquiries in Business**

TR 9:30-10:45

Grimm-Howell, E.

C309

**Honors Legal Environment of Business:** This course serves as an introduction to the nature and meaning of law, sources of law, legal process and institutions. The legal environment of business is defined as: the attitude of the government toward business, the historical development of this attitude; current trends of public control in taxation, regulation of commerce and competition; freedom of contract, antitrust legislation and its relationship to marketing, mergers and acquisitions; and labor management relations. **While this class is not cross-listed, it DOES count as Business Administration 2900 for Honors students.** This offering is intended to closely follow the material offered and studied in Business Administration 2900 at the College of Business Administration

while presenting students the opportunity to encounter this material in an Honors Seminar setting.

**HONORS 2330 -001 #11057 (CD, SS)**

**Cultural Diversity in the Social Sciences**

TR 3:30-4:45

Brownell, S.

LeGras

**The Body and Gender in China:** This course focuses on “the gendered body” in China. While it will cover the historical background of the culture of the body and concepts of gender starting from the late 19th century, the greater part of the readings and discussion will concentrate on contemporary China. It will examine how the great social changes have influenced concepts of health, sports, beauty, femininity, masculinity, and sexuality. It traces these changes through the encounter with the West, Communist revolution, and market consumerism. It examines questions such as: How does Chinese traditional medicine influence concepts of body and gender? How has the shift from socialism to consumerism affected ideas about the body, gender, and sexuality? How has the government-led push for Olympic gold medals influenced the culture of the body? How is globalization affecting traditional martial arts? Is China becoming "Westernized" and losing its traditional ideals of body and gender? **(Same as Anthropology 2191 and Gender Studies 2151)**

**HONORS 3010 -001 #11019**

**Advanced Honors Seminar in the Humanities**

F 2:00-4:40

Wise, R.

Villa 155

**The Films of Stanley Kubrick:** With *Paths of Glory* in 1957, Stanley Kubrick asserted himself as one of America’s prominent new filmmakers. *Lolita* (1962) and *Dr. Strangelove* (1964) garnered him auteur status. Including and subsequent to *2001: A Space Odyssey*, every new Kubrick film took on event status unparalleled by any other American filmmaker (Hitchcock and Woody Allen included). This was due, in part, to the fact that Kubrick directed only six films between 1968 and 1999 (as a point of reference, Woody Allen directed 30 films within the same timeframe) and in part to his enigmatic, even reclusive public persona, his self-exile to England, and the much publicized secretiveness of his film productions. But more importantly, Kubrick had developed and continued to hone a visual and narrative style both influenced by and unique to the whole of cinema. He became legendary for his set pieces, his camera movements, his use of sound and music, and his interpretively idiosyncratic adaptations of source material. But so did Hitchcock. So what makes Kubrick, Kubrick? What makes a Kubrick film a Kubrick film? In this course, we will endeavor to answer this question by screening and interpreting Kubrick’s films as well as reading both criticism of his work and selected source material.

**HONORS 3010 -002 #11020**

**Advanced Honors Seminar in the Humanities**

TR 2:00-3:15

Nigro, K.

Clark 317

**Feminism and Witchcraft: A Theoretical Inquiry:** This class will focus on the social, cultural, theoretical, and historical perspectives of witchcraft in literature through a

feminist framework. We will consider the implication of what it means to be a witch, both in the past and the present. Readings will include classic texts such as *The Scarlet Letter* and *The Crucible*, modern texts such as *Mama Day* and *I, Tituba, Black Witch of Salem*, and juvenile texts including *The Witch of Blackbird Pond* and *Weetzie Bat*. Each discussion will also focus on relevant critical and theoretical readings. Students will write a paper on witches in the media, midterm and final research papers, and lead a Discussion Board analysis of a critical article.

(Same as Gender Studies 4925 and English 4930)

**HONORS 3010 -003 #11021**

**Advanced Honors Seminar in the Humanities**

**F 9:30-12:10**

**Quigley, M.**

**Villa 155**

**The Art and Science of the Crusades:** The Crusades are best known to a modern audience through Hollywood fantasies and contemporary political agendas. Interestingly, the Crusades were best known to a medieval audience through similar lenses. The intent of this course is to examine both the romance and the reality of the Crusades in a medieval context by examining the stories told in illuminated manuscript books. We will look at how word and image helped to form concepts of Otherness and Enemy in a pre-media, pre-propaganda world. We will also investigate how reality was shaped by fantasy through an assessment of visual representations of military technology and the science of making war.

The first half of the semester will focus on both medieval and modern understanding of Crusade history and art historical methodologies. Students will read primary documents in translation from both Christian and Muslim sources and will address issues such as visual narrative, semiotics, historiography, and identity politics. Students will be assigned a significant research paper involving some aspect of medieval fantasy or reality through visual representation. The second half of the semester will begin with a Reacting to the Past mini-game to encourage immersion understanding through role-play. Finally, the course will involve hands on problem solving through a Maker Space environment to recreate 3d-models of medieval war machines and architecture as based on representations in illuminated manuscripts and the archaeological record. Students will present their projects and findings in a final symposium.

(Same as Art History 4425)

**HONORS 3010 -004 #11022 (GA)**

**Advanced Honors Seminar in the Humanities**

**T 2:00-4:40**

**Delston, J.**

**C309**

**International Business Ethics:** The course will deal with moral issues that are raised by the increasing globalization of business. Apart from the general issue of whether this globalization is itself a good thing, we will discuss such issues as: child labor, working conditions, safety standards, environmental policies, bribery and other "corrupt" practices, respect for intellectual property, etc. Frequent short papers will be assigned.

(Same as International Business 3286 and Philosophy 3286)

**HONORS 3010 -005 #11109**

**Advanced Honors Seminar in the Humanities**

**MW 8:00-9:15**

**Black, A.**

**LeGras**

**Honors Philosophy of Science:** In this course we will focus on the philosophy of biology. We will begin by looking at the foundations of the theory of evolution and the key concepts of fitness and selection. From there we will look at attempts to give evolutionary explanations in the fields of evolutionary psychology and sociobiology. We will also cover topics concerning the classification of species in biology, the biology of race and the philosophy of medicine.  
(Same as Philosophy 3380)

**HONORS 3030 -001 #11024**

**Advanced Honors Seminar: Social & Behavioral Sci.**

**TR 11:00-12:15**

**McGillivray, J.**

**C309**

**Finance, Law and Ethics:** Is the 2008 market decline reminiscent of the Market Crash of 1929? What is a subprime mortgage? How did Bernie Madoff get away with his Ponzi scheme for so long? What is the Dodd-Frank Act supposed to do? Can the Sarbanes-Oxley Act really prevent another Enron scandal?

This course will examine America's financial system, its laws and regulations, and the ethical challenges that weave through them. We will begin with a historical review of significant events to demonstrate how similar issues – risk, transparency of information, the legal / regulatory environment, greed, and fear – contribute to this country's economic crises. Throughout this course, we will consider whether the law can truly address the deficiencies that lead to market collapses. The semester will conclude using case studies to discuss the sophistication of the current financial markets and how legislators, regulators, the financial industry, and the public can make sense of it all. This course will benefit students from many majors, including Business, Political Science, Criminology, Sociology, Economics, etc. Students from most disciplines will increase their understanding of finance, law and ethics, and how those areas relate to their future career paths.  
(Same as Business Administration 3198)

**HONORS 3030 -002 #11025 (GA)**

**Advanced Honors Seminar: Social & Behavioral Sci.**

**TR 12:30-1:45**

**Siewert, W.**

**C209**

**Global Justice: Cooperation or Domination:** Around the globe the use of "soft" power— economic, political, and diplomatic power— can be as devastating as the use of "hard" military power. But unlike in the case of war (only justified in self-defense), there is no (relatively) clear line as to when such "soft" power is being used appropriately and when its use might cross the line into manifest injustice.

In this course we will use both the tools provided by contemporary global justice theory, and historical and contemporary case studies to address the challenging question of justice in the global context. A central historical case will revolve around whether the influence exercised by Russia, Britain, the U.S. the Anglo-Iranian Oil Company (now known as British Petroleum, or BP), and others, on the political,

economic, and social policy of Iran in 19<sup>th</sup> and early 20<sup>th</sup> century was unjust. We will be reading statist theories by Rawls, Nagel and others, that emphasize the independence and rights of nations, and downplay global obligations, as well as cosmopolitan theories by Pogge, Shue and others, that emphasize global obligations and downplay the importance of national borders.

Some of the kinds of questions we will be addressing include: What (if anything) do the global rich owe the global poor? Where is the line between sound international business practices and unfair exploitation? Where is the line between a strong foreign policy and unfair socio-political domination? To what lengths may a nation legitimately go to protect its interests short of war?

(Same as Philosophy 4451 and Political Science 3860)

**HONORS 3030 -003 #11059**

**Advanced Honors Seminar: Social & Behavioral Sci.**

**W 2:00-4:40 Hurwicz, M. C307**

**Aging Across Cultures:** This course focuses on the variety of solutions encountered in different sociocultural contexts for dealing with the problems, challenges and opportunities of growing older. It is organized around topics of concern to anthropology, gerontology and the health and social service professions: the lifecourse and intergenerational relations; aging in the context of globalization; ethnic dimensions of aging in complex societies; family, community and space; health in later life; death and dying. Both in-depth case studies and cross-cultural comparisons are examined in an effort to arrive at a culturally informed assessment of factors affecting aging and the aged.

(Same as Gerontology 3215)

**HONORS 3030 -004 #11063**

**Advanced Honors Seminar: Social & Behavioral Sci.**

**MW 8:00-9:15 Bliss, R. SSB 449**

**Present at the Creation? Religion and the Foundations of the American Republic:** The dominant religious tradition in early America was Calvinist or “Reformed” Protestantism. And no doubt about it: Calvinism doesn’t seem on its face to be a “democratic” creed, nor very “republican” either. Original sin, predestination, human impotence, none of these seem fitting beliefs for the land of the free and the home of the brave. In this cross-listed seminar, you don’t have to like Calvinism but you will learn how its core doctrines entered into early modern politics and religion like bottled nitroglycerin. When shaken it was too likely to detonate. “Orthodox” Calvinists recognized these dangers and did their best to keep it all bottled up, but there were plenty of other Calvinists (Levellers, Antinomians, Separatists, Anabaptists) who insisted that the kingdom must come now, no tarrying allowed. Enough of both sorts went to the American colonies to insure waves of religious and political excitement and experiment which culminated in the 18<sup>th</sup> century with the Great Awakening, the Revolution, the Constitution, and (oddly enough) the separation of church and state. This seminar

is cross-listed with History and its credits will apply to the university’s Religious Studies Certificate.

(Same as History 2000)

**HONORS 3030 -005 #11110**

**Advanced Honors Seminar: Social & Behavioral Sci.**

**MW 9:30-10:45 Oliver, L. LeGras**

**Primate Behavior Research at the St. Louis Zoo:** This course is designed to provide students with a comprehensive overview of primate behavioral research techniques. Students will be guided through the process of developing an independent primate behavioral research project to be conducted at the St. Louis Zoo. They will collect, analyze and interpret data as it relates to their research questions. This is also a writing intensive course and may be of interest to any students interested in further developing their scientific writing skills. Exercises that strengthen students’ scientific reading and writing skills are emphasized in this course.

(Same as Anthropology 4206)

**HONORS 3030 -006 #11199**

**Advanced Honors Seminar: Social & Behavioral Sci.**

**R 2:00-4:40 Heaps, J. Villa 155**

**Mental Health and Public Policy:** There is a growing interest to improve the coordination of behavioral health and physical health services to create better care systems in a whole-person approach. Recent changes in public health policy have targeted the integration of mental health, substance abuse, and primary care services; however, historically there has been a separation between these services with little to no care coordination between them. This course will examine: 1) historical and current views of mental health treatment compared to treatment for physical ailments 2) a history of public policy for treatment of mental health issues 3) current directions in public health policy and 4) challenges and opportunities in mental health treatment policy. The final project will require students to identify a current challenge (and/or an area for improvement) in the area of mental health treatment that could be addressed through changes in public health policy. Students will be required to present and defend a solution to the identified problem in a term paper. There is no prerequisite for this course, however an introductory course in general psychology is recommended. This course will benefit individuals interested in medicine, public health, public policy, psychology, social work, and criminal justice disciplines.

**HONORS 3030 -007 #21720**

**Advanced Honors Seminar: Social & Behavioral Sci.**

**T 1:00-3:45 White, K. Benton 241**

**Health Psychology and Behavioral Medicine:** This course is for students interested in learning how psychology and health are interrelated – and how psychological factors are related some of society’s pressing health risks (e.g., coronary heart disease, cancer, obesity, sleep, chronic pain). The course will examine psychological and biomedical factors that impact health and wellness. We will discuss theory, research, and clinical practice on current issues in public health, genetics, and



preventive medicine. Particular attention will be paid to developing a foundation in health psychology and behavioral medicine, the interdisciplinary field concerned with integration of behavioral and biological science, knowledge, and practice. (Same as Psychology 6415)

**HONORS 3030 -008 #21723**

**Advanced Honors Seminar: Social & Behavioral Sci.**  
**T 2:45-5:15 Rottman, J. Express Scripts 005**

**Case Competition:** This course will prepare teams of students to analyse, synthesize and present a proposed multifaceted solution to a business problem. Each year successful students may be invited to compete in domestic or international case competitions, such as the UMSL International Business Case Competition. Through the use of cross-disciplinary cases (Management, Finance, International Business, Accounting, Information Systems, Marketing), students working in cross functional teams will increase their ability to successfully function in team roles, analytical abilities, improve their writing and presentation skills and learn to think more strategically and analytically. Student teams will compete as they solve several cases throughout the semester. Employer surveys indicate that while students have topical course knowledge, experience in applying that knowledge to concrete problems would better prepare students for success in early career roles.

(Same as Management 3698 and International Business 3298)

**HONORS 3100 -001 #11026**

**Honors Advanced Composition: Jr. Level Writing Req.**  
**MW 12:30-1:45 Allen, K. Seton**  
(See Section 003 for course description)

**HONORS 3100 -002 #11028**

**Honors Advanced Composition: Jr. Level Writing Req.**  
**TR 9:30-10:45 Walterscheid, K. C307**  
(See Section 003 for course description)

**HONORS 3100 -003 #20906**

**Honors Advanced Composition: Jr. Level Writing Req.**  
**TR 11:00-12:15 Alexander, J. C209**

**All transfer Honors students are required to take this junior-level course, unless their major requires a specific junior-level writing class. Other Honors students are encouraged to take Honors 3100 as their required, junior-level writing course.**

**Writing the City:** Through informal and formal writing assignments, discussion, instruction and research, students will improve their critical thinking, research, discussion and writing skills. The course is designed to help students meet the challenges of college writing and intellectual inquiry and does so by focusing on the city of St. Louis and the specific fields of study of those enrolled in the course. Issues such as depth and development of content, voice, style, tone, correct expression, and research techniques are among the many topics emphasized

in this class. Students will write journals and also a minimum of 4 to 5 papers.

**HONORS 3160 -001 #11029**

**Honors Writing in the Sciences**  
**MW 2:00-3:15 Friedline, G. SCC 103**

**Writing in the Sciences:** As a science or nursing major, are you frustrated by the requirement to take an upper level writing course focused around traditional composition concepts and a series of modal essays? Would you like an alternative that is more appropriate to your future academic and career needs? Are you interested in a writing course that will help you develop successful strategies and techniques for effective communication in your field?

In this course, we will concentrate on the particular types of writing encountered by students and professionals in scientific fields. Our course text covers relevant aspects, forms, and techniques associated with writing in the sciences—including identification, summary, synthesis, evaluation, and appropriate citation and documentation. We will also examine contemporary published writing that models these aspects, forms, and techniques. Emphasis will be placed on precision, clarity, accuracy, and professionalism. Formal and informal assignments will include routine forms, lab notes, abstracts, reports, presentations, and proposals. These assignments will culminate in a semester project that offers students an opportunity to investigate interesting, relevant, contemporary issues and topics within their major. Near the end of the semester, students will have the opportunity to apply course concepts in an oral presentation developed from their semester project.

**Writing in the Sciences fulfills the University requirement for a junior-level course in communicative skills, subject to the approval of the student's major department.**

**\*\*HONORS 4100 IS A REQUIREMENT FOR ALL HONORS STUDENTS. Class orientation meeting to be held at 12:30 pm on Friday, January 22. Attendance is mandatory. One on one student/instructor Friday meetings will be scheduled between instructor and student. For Friday conflicts, please contact instructor or Nancy Gleason.\*\***

**HONORS 4100 -001 #11030**

**Independent Portfolio Writing**  
**F 12:30-1:30 (Jan 22) Gerth, D. Seton**

**\*\*Section 001 of 4100 is reserved for students who are planning on applying to graduate school. Students may enroll for one-hour credit; however, they may enroll for two-hour credit if they desire additional assistance and work.**

**Independent Writing Portfolio:** This one or two-hour course is designed for two types of students: those who plan to apply to a graduate program, or those who plan to revise or create significant writing projects. Working primarily in

individual consultations with an instructor, you will focus on writing that can make a real difference for your future.

After participating in a group orientation session at the beginning of the semester, you will schedule individual conferences to consult on drafts and revisions of documents. Each student will devise an individual schedule and list of projects with the instructor. Those applying to graduate programs will work on documents like brief reports on various schools or future career opportunities, application essays, curriculum vitae, and revised writing samples. Those revising or creating individual writing projects will work on genres like academic essays, short stories, personal essays, or poetry. Either group of students may also choose to prepare a resume and cover letter to pursue job opportunities.

As you work on these projects, you will also reflect on your writing accomplishments during your years at UMSL by assessing your Honors Portfolio.

**HONORS 4100 -002 #11031**  
**Independent Portfolio Writing**  
**F 12:30-1:30 (Jan 22) STAFF. LeGras**

**\*\*Section 002 of 4100 is reserved for students who are planning on entering the job market immediately after graduation.**

This one or two-hour course is designed for students who plan to focus on obtaining a job after graduation. Working primarily in individual consultations with an instructor, you will learn successful strategies you can apply to current and future career opportunities.

After participating in a group orientation session at the beginning of the semester, you will schedule individual conferences to consult on drafts and revisions of the documents needed for a job search. The writing projects for the course may include brief reports on various careers or companies, targeted resumes, cover letters, letters to arrange informational interviews, and prepared responses to important interview questions.

As you work on these projects, you will also reflect on your writing accomplishments during your years at UMSL by assessing your Honors Portfolio.

**HONORS 4100 -003 #11032**  
**Independent Portfolio Writing**  
**F 12:30-1:30 (Jan 22) STAFF. Seton**

**\*\*Section 003 of 4100 is reserved for Education students.**

**HONORS 4100 -004 #11064**  
**Independent Portfolio Writing**  
**F 12:30-1:30 (Jan 22) STAFF. LeGras**

**\*\*Section 004 of 4100 is reserved for a wide variety of students when sections 001, 002, and/or 003 are full.**

#### **INDEPENDENT STUDY SECTIONS**

**\*\*ATTENTION: 6.0 HOURS OF INDEPENDENT STUDY OR INTERNSHIP (EITHER WITHIN HONORS OR WITHIN YOUR MAJOR) ARE REQUIRED FOR ALL HONORS STUDENTS\*\***

#### **INDEPENDENT STUDY**

**HONORS 4900 -001 #11033**  
**Independent Study in Honors**  
**ARR Baldus, K.**

**HONORS 4900 -002 #11034**  
**Independent Study in Honors**  
**F Gerth, D.**

**HONORS 4900 -003 #11035**  
**Independent Study in Honors**  
**ARR Gleason, N.**

**HONORS 4900 -004 #11036**  
**Independent Study in Honors**  
**ARR Friedline, G.**

**HONORS 4900 -005 #11037**  
**Independent Study in Honors**  
**ARR Schiessl, C.**

**HONORS 4900 -006 #11038**  
**Independent Study in Honors**  
**ARR Torrusio, A.**

**\*\*\*HONORS 4900 -007 #11039**  
**Independent Study in Honors**  
**F 12:30-1:30 Gerth, D. C307**

**\*\*\*Section 007 of 4900 is reserved for Brain Stew editors.**

**HONORS 4900 -008 #11060**  
**Independent Study in Honors**  
**ARR Votaw, K.**

#### **INTERNSHIPS**

**HONORS 4910 -001 #11040**  
**Independent Study: Internships**  
**ARR Friedline, G.**

**HONORS 4910 -002 #11048**  
**Independent Study: Internships**  
**ARR Gleason, N.**

**\*\*PHILOSOPHY 4410 -X01 #21902**

**Topics and Figures in the History of Philosophy**

**T 6:00-8:40 McGinnis, J. Off Campus\***

**F 12:30-1:30 (Jan 22) STAFF. LeGras**

**Topic: The Abrahamic Tradition in the Medieval**

**Islamicate World: A Jewish Perspective:** This course contextualizes the role of Jewish thinkers in the formation of and response to the intellectual world of medieval Islam and its rich exchange of philosophical and scientific ideas among Muslims, Christians and Jews. Figures to be explored include Saadia Gaon, Ibn Gabirol, Maimonides, Abu l-Barakat al-Baghdadi and Ibn Kammuna (as well forays into the medieval Latin world with thinkers such Gersonides and Crescas).

Topic: The Abrahamic Tradition in the Medieval Islamicate World: A Jewish Perspective.

**\*This course is being held at the Jewish Federation of St. Louis; 12 Millstone Campus Drive; St. Louis, MO 63146.**

**\*\*If you are interested in taking this course as an Honors Seminar, please see Dan Gerth or Nancy Gleason.\*\***